

APPLICATION FOR GRANT
FY 2007TENNESSEE DEPARTMENT OF EDUCATION
Under ESEA As Amended by No Child Left Behind Act
LOCAL CONSOLIDATED APPLICATION FOR FEDERAL FUNDING

Sys #	Applicant (Legal Name of Agency)	Name of Director of Schools
Mailing Address		Telephone (Area Code and Number)
Name and Title of Federal Programs' Point of Contact	Mailing Address	Telephone (Area Code and Number): Fax Number (Area Code and Number):
E-mail Address of Federal Programs' Point of Contact:		

Name of Title I Director:	E-mail Address:	Telephone Number:	Fax Number:
Name of Title II Director:	E-mail Address:	Telephone Number:	Fax Number:
Name of EdTech Director: (Title II, Part D)	E-mail Address:	Telephone Number:	Fax Number:
Name of Title III Director:	E-mail Address:	Telephone Number:	Fax Number:
Name of Title IV Director:	E-mail Address:	Telephone Number:	Fax Number:
Name of Title V Director:	E-mail Address:	Telephone Number:	Fax Number:
Name of Title VI Director	E-mail Address:	Telephone Number:	Fax Number:
Name of Migrant Education Contact	E-mail Address:	Telephone Number:	Fax Number:
Name of LEA Liaison for Homeless Children:	E-mail Address:	Telephone Number:	Fax Number:
<input type="checkbox"/> Our system WILL be using Consolidated Administration Funds (See page 17 for details)		Consolidated Project Beginning Date: _____	Consolidated Project Ending Date: <u>9/30/2007</u>

The Board of Education has reviewed and approved this project year application for filing. This action is recorded in the official minutes of the Agency's board meeting held on _____, (mm/dd/yy)

The facts, figures and representations made in this application, including exhibits and attachments hereto, are true and correct to the best of my knowledge..

_____ Name of the Director of Schools (Typed)		_____ Name of Board Official (Typed)	
_____ Signature of Director of Schools	_____ Date	_____ Signature of Board Official	_____ Date

Title I-Improving the Academic Achievement of the Disadvantaged**DETERMINATION OF ELIGIBLE ATTENDANCE AREAS AND ALLOCATION OF FUNDS**

A. Check the appropriate source box(es): <u>Percent Used</u> <input type="checkbox"/> 1 Free/Reduced Lunch _____ <input type="checkbox"/> 2 Census _____ <input type="checkbox"/> 3 TANF (Formerly AFDC) _____ <input type="checkbox"/> 4 Medicaid _____	B. Does your district have only one school in each grade span? <input type="checkbox"/> Yes <input type="checkbox"/> No	D. Method of Allocation of Funds <input type="checkbox"/> Districtwide rank <input type="checkbox"/> Grade Span Rank	E. LEA is offering services for grades: _____												
C. Method of Qualification of Attendance Areas or Schools <input type="checkbox"/> 1 35% Rule <input type="checkbox"/> 2 Districtwide Poverty Average		<input type="checkbox"/> 3 Districtwide Grade Span Poverty Averages List the districtwide grade span poverty averages for each grade span group served: <table style="width:100%; border-collapse: collapse;"> <tr> <th style="text-align: left;"><u>Grade Span</u></th> <th style="text-align: left;"><u>Poverty Avg.</u></th> <th style="text-align: left;"><u>Grade Span</u></th> <th style="text-align: left;"><u>Poverty Avg.</u></th> <th style="text-align: left;"><u>Grade Span</u></th> <th style="text-align: left;"><u>Poverty Avg.</u></th> </tr> <tr> <td>_____</td> <td>_____</td> <td>_____</td> <td>_____</td> <td>_____</td> <td>_____</td> </tr> </table>		<u>Grade Span</u>	<u>Poverty Avg.</u>	<u>Grade Span</u>	<u>Poverty Avg.</u>	<u>Grade Span</u>	<u>Poverty Avg.</u>	_____	_____	_____	_____	_____	_____
<u>Grade Span</u>	<u>Poverty Avg.</u>	<u>Grade Span</u>	<u>Poverty Avg.</u>	<u>Grade Span</u>	<u>Poverty Avg.</u>										
_____	_____	_____	_____	_____	_____										
PERCENTAGE OF TITLE I ALLOCATION FOR ADMINISTRATIVE PURPOSES _____															

DESCRIPTION OF TITLE I SCHOOLS AND TITLE I PERSONNEL☒ **Regular Year**Line # School: _____

Effective Models and Strategies: _____

Personnel Count		Grades served: _____	Subjects: _____	Compliance Models
Total No. of Personnel	Full Time Equivalent			
Complete only if school is a TAS:	Teachers _____	No. of FTE Teachers _____		<input type="checkbox"/> Pullout
	Parapros _____	No. of FTE Parapros _____		<input type="checkbox"/> Add On
	Other _____	No. of FTE Other _____		<input type="checkbox"/> In Class
	Specify Others: _____			<input type="checkbox"/> Replacement

Line # School: _____

Effective Models and Strategies: _____

Personnel Count		Grades served: _____	Subjects: _____	Compliance Models
Total No. of Personnel	Full Time Equivalent			
Complete only if school is a TAS:	Teachers _____	No. of FTE Teachers _____		<input type="checkbox"/> Pullout
	Parapros _____	No. of FTE Parapros _____		<input type="checkbox"/> Add On
	Other _____	No. of FTE Other _____		<input type="checkbox"/> In Class
	Specify Others: _____			<input type="checkbox"/> Replacement

Title I-Improving the Academic Achievement of the Disadvantaged**DESCRIPTION OF TITLE I SCHOOLS AND TITLE I PERSONNEL**☒ **Regular Year**Line # School: _____

Effective Models and Strategies: _____

	Personnel Count		Grades served: _____ Subjects: _____	Compliance Models
	Total No. of Personnel	Full Time Equivalent		
Complete only if school is a TAS:	Teachers _____	No. of FTE Teachers _____		<input type="checkbox"/> Pullout <input type="checkbox"/> Add On <input type="checkbox"/> In Class <input type="checkbox"/> Replacement
	Parapros _____	No. of FTE Parapros _____		
	Other _____	No. of FTE Other _____		
	Specify Others: _____			

Line # School: _____

Effective Models and Strategies: _____

	Personnel Count		Grades served: _____ Subjects: _____	Compliance Models
	Total No. of Personnel	Full Time Equivalent		
Complete only if school is a TAS:	Teachers _____	No. of FTE Teachers _____		<input type="checkbox"/> Pullout <input type="checkbox"/> Add On <input type="checkbox"/> In Class <input type="checkbox"/> Replacement
	Parapros _____	No. of FTE Parapros _____		
	Other _____	No. of FTE Other _____		
	Specify Others: _____			

Line # School: _____

Effective Models and Strategies: _____

	Personnel Count		Grades served: _____ Subjects: _____	Compliance Models
	Total No. of Personnel	Full Time Equivalent		
Complete only if school is a TAS:	Teachers _____	No. of FTE Teachers _____		<input type="checkbox"/> Pullout <input type="checkbox"/> Add On <input type="checkbox"/> In Class <input type="checkbox"/> Replacement
	Parapros _____	No. of FTE Parapros _____		
	Other _____	No. of FTE Other _____		
	Specify Others: _____			

Title I-Improving the Academic Achievement of the Disadvantaged**DESCRIPTION OF TITLE I SCHOOLS AND TITLE I PERSONNEL**☐**N/A**☐**Summer**Line # ☐ School: _____

Effective Models and Strategies: _____

	Personnel Count		Grades served: _____ Subjects: _____	Compliance Models
	Total No. of Personnel	Full Time Equivalent		
Complete only if school is a TAS:	Teachers _____	No. of FTE Teachers _____		<input type="checkbox"/> Pullout <input type="checkbox"/> Add On <input type="checkbox"/> In Class <input type="checkbox"/> Replacement
	Parapros _____	No. of FTE Parapros _____		
	Other _____	No. of FTE Other _____		
	Specify Others: _____			

Line # ☐ School: _____

Effective Models and Strategies: _____

	Personnel Count		Grades served: _____ Subjects: _____	Compliance Models
	Total No. of Personnel	Full Time Equivalent		
Complete only if school is a TAS:	Teachers _____	No. of FTE Teachers _____		<input type="checkbox"/> Pullout <input type="checkbox"/> Add On <input type="checkbox"/> In Class <input type="checkbox"/> Replacement
	Parapros _____	No. of FTE Parapros _____		
	Other _____	No. of FTE Other _____		
	Specify Others: _____			

Line # ☐ School: _____

Effective Models and Strategies: _____

	Personnel Count		Grades served: _____ Subjects: _____	Compliance Models
	Total No. of Personnel	Full Time Equivalent		
Complete only if school is a TAS:	Teachers _____	No. of FTE Teachers _____		<input type="checkbox"/> Pullout <input type="checkbox"/> Add On <input type="checkbox"/> In Class <input type="checkbox"/> Replacement
	Parapros _____	No. of FTE Parapros _____		
	Other _____	No. of FTE Other _____		
	Specify Others: _____			

Title I-Improving the Academic Achievement of the Disadvantaged**DESCRIPTION OF TITLE I SCHOOLS AND TITLE I PERSONNEL**☐ N/A☐ Pre-KindergartenLine # ☐ School: _____

Effective Models and Strategies: _____

	Personnel Count		Grades served: _____ Subjects: _____	Compliance Models
	Total No. of Personnel	Full Time Equivalent		
Complete only if school is a TAS:	Teachers _____	No. of FTE Teachers _____		<input type="checkbox"/> Pullout <input type="checkbox"/> Add On <input type="checkbox"/> In Class <input type="checkbox"/> Replacement
	Parapros _____	No. of FTE Parapros _____		
	Other _____	No. of FTE Other _____		
	Specify Others: _____			

Line # ☐ School: _____

Effective Models and Strategies: _____

	Personnel Count		Grades served: _____ Subjects: _____	Compliance Models
	Total No. of Personnel	Full Time Equivalent		
Complete only if school is a TAS:	Teachers _____	No. of FTE Teachers _____		<input type="checkbox"/> Pullout <input type="checkbox"/> Add On <input type="checkbox"/> In Class <input type="checkbox"/> Replacement
	Parapros _____	No. of FTE Parapros _____		
	Other _____	No. of FTE Other _____		
	Specify Others: _____			

Line # ☐ School: _____

Effective Models and Strategies: _____

	Personnel Count		Grades served: _____ Subjects: _____	Compliance Models
	Total No. of Personnel	Full Time Equivalent		
Complete only if school is a TAS:	Teachers _____	No. of FTE Teachers _____		<input type="checkbox"/> Pullout <input type="checkbox"/> Add On <input type="checkbox"/> In Class <input type="checkbox"/> Replacement
	Parapros _____	No. of FTE Parapros _____		
	Other _____	No. of FTE Other _____		
	Specify Others: _____			

ATTENDANCE AREAS																
Data Collection Date																
Line Number	ATTENDANCE AREAS LIST, IN DESCENDING RANK BY POVERTY PERCENTAGE, ALL PUBLIC SCHOOLS OR ATTENDANCE AREAS THAT EXCEED 75 PERCENT POVERTY, CONTINUE RANKING REMAINING SCHOOLS OR ATTENDANCE AREAS DISTRICTWIDE OR BY POVERTY PERCENTAGE WITHIN GRADE SPAN GROUPING (1)		Grade Span	Schoolwide (SW) or Targeted assistance (TA)	Check if in School Improvement	Must = Served via Grandfather clause	Feeder Pattern Utilized	No. of Preschool classes funded partially or fully by Title I	Total Number of Students enrolled in this school	Total Number of Low-Income Students enrolled in this school	Percent of Students from Low-Income families (Column 9 divided by Column 8)	Actual Allocation per school	Actual Allocation per school (if revised after submission)	Actual Per Pupil Amount (Column 11 divided by Column 9)	Per Pupil Amount if allocation is revised after submission (Column 12 divided by Column 9)	
	School Name	School Number	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	
1																
2																
3																
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5																
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16																
17																
18																
19																
20																
21																
22																
191																
							TOTALS		0	0		\$0	\$0	Total Allocation to Identified Schools		
											Districtwide Percentage					

STUDENT ELIGIBILITY-TARGETED ASSISTANCE SCHOOLS☐ **Regular Year** ☐ **N/A**

A. List criteria established by the LEA which teachers, in consultation with parents, administrators and pupil services personnel will use to identify children most in need of services,

1. Pre-school – Grade 2:

2. Grades 3 – 12:

3. Late-arriving students or students for whom LEA criteria data not available.

B. List additional criteria schools use to supplement LEA criteria.

1. Pre-school – Grade 2:

2. Grades 3 – 12:

3. Late-arriving students or students for whom LEA criteria data not available.

C. Describe how the LEA will ensure that migratory and formerly migratory children who are eligible to receive Title I services are selected on the same basis as other children.

STUDENT ELIGIBILITY-TARGETED ASSISTANCE SCHOOLS☐ **Summer** ☐ **N/A**

A. List criteria established by the LEA which teachers, in consultation with parents, administrators and pupil services personnel will use to identify children most in need of services,

1. Pre-school – Grade 2:

2. Grades 3 – 12:

3. Late-arriving students or students for whom LEA criteria data not available.

B. List additional criteria schools use to supplement LEA criteria.

1. Pre-school – Grade 2:

2. Grades 3 – 12:

3. Late-arriving students or students for whom LEA criteria data not available.

C. Describe how the LEA will ensure that migratory and formerly migratory children who are eligible to receive Title I services are selected on the same basis as other children.

DESCRIPTION OF SERVICES TO CHILDREN IN PRIVATE SCHOOLS

☒ Regular Year

Facility/School: _____

Grades served: _____

Subjects _____

Participation			
Title I, Part A	<input type="checkbox"/>	Title III, Part A	<input type="checkbox"/>
Title II, Part A	<input type="checkbox"/>	Title IV, Part A	<input type="checkbox"/>
Title II, Part D	<input type="checkbox"/>	Title V, Part A	<input type="checkbox"/>

Title I Personnel Count			
Total No. of Personnel		Full-time Equivalents	
Teachers	_____	No. of FTE Teachers	_____
Parapros	_____	No. of FTE Parapros	_____
Other	_____	No. of FTE Other	_____
Specify Others:	_____		

PRIVATE SCHOOL (for Title I participants only)	
# Students residing in participating attendance areas	_____
# Low-income students	_____
# Students participating in project	_____

Compliance Models:☐ Pullout ☐ Add On ☐ In Class ☐ Other (Specify): _____

Effective Models and Strategies: _____

Facility/School: _____

Grades served: _____

Subjects _____

Participation			
Title I, Part A	<input type="checkbox"/>	Title III, Part A	<input type="checkbox"/>
Title II, Part A	<input type="checkbox"/>	Title IV, Part A	<input type="checkbox"/>
Title II, Part D	<input type="checkbox"/>	Title V, Part A	<input type="checkbox"/>

Title I Personnel Count			
Total No. of Personnel		Full-time Equivalents	
Teachers	_____	No. of FTE Teachers	_____
Parapros	_____	No. of FTE Parapros	_____
Other	_____	No. of FTE Other	_____
Specify Others:	_____		

PRIVATE SCHOOL (for Title I participants only)	
# Students residing in participating attendance areas	_____
# Low-income students	_____
# Students participating in project	_____

Compliance Models:☐ Pullout ☐ Add On ☐ In Class ☐ Other (Specify): _____

Effective Models and Strategies: _____

Facility/School: _____

Grades served: _____

Subjects _____

Participation			
Title I, Part A	<input type="checkbox"/>	Title III, Part A	<input type="checkbox"/>
Title II, Part A	<input type="checkbox"/>	Title IV, Part A	<input type="checkbox"/>
Title II, Part D	<input type="checkbox"/>	Title V, Part A	<input type="checkbox"/>

Title I Personnel Count			
Total No. of Personnel		Full-time Equivalents	
Teachers	_____	No. of FTE Teachers	_____
Parapros	_____	No. of FTE Parapros	_____
Other	_____	No. of FTE Other	_____
Specify Others:	_____		

PRIVATE SCHOOL (for Title I participants only)	
# Students residing in participating attendance areas	_____
# Low-income students	_____
# Students participating in project	_____

Compliance Models:☐ Pullout ☐ Add On ☐ In Class ☐ Other (Specify): _____

Effective Models and Strategies: _____

DESCRIPTION OF SERVICES TO CHILDREN IN LOCAL FACILITIES FOR NEGLECTED STUDENTS☒ **Regular Year****Facility/School:** _____**Grades served:** _____**Subjects** _____

Participation			
Title I, Part A	<input type="checkbox"/>	Title III, Part A	<input type="checkbox"/>
Title II, Part A	<input type="checkbox"/>	Title IV, Part A	<input type="checkbox"/>
Title II, Part D	<input type="checkbox"/>	Title V, Part A	<input type="checkbox"/>

Title I Personnel Count			
Total No. of Personnel		Full-time Equivalents	
Teachers	_____	No. of FTE Teachers	_____
Parapros	_____	No. of FTE Parapros	_____
Other	_____	No. of FTE Other	_____
Specify Others:	_____		

LOCAL NEGLECTED	
# Students participating in program	_____

Compliance Models:
☐ Pullout
 ☐ Add On
 ☐ In Class
 ☐ Other (Specify): _____
Effective Models and Strategies: _____**Facility/School:** _____**Grades served:** _____**Subjects** _____

Participation			
Title I, Part A	<input type="checkbox"/>	Title III, Part A	<input type="checkbox"/>
Title II, Part A	<input type="checkbox"/>	Title IV, Part A	<input type="checkbox"/>
Title II, Part D	<input type="checkbox"/>	Title V, Part A	<input type="checkbox"/>

Title I Personnel Count			
Total No. of Personnel		Full-time Equivalents	
Teachers	_____	No. of FTE Teachers	_____
Parapros	_____	No. of FTE Parapros	_____
Other	_____	No. of FTE Other	_____
Specify Others:	_____		

LOCAL NEGLECTED	
# Students participating in program	_____

Compliance Models:
☐ Pullout
 ☐ Add On
 ☐ In Class
 ☐ Other (Specify): _____
Effective Models and Strategies: _____**Facility/School:** _____**Grades served:** _____**Subjects** _____


Participation			
Title I, Part A	<input type="checkbox"/>	Title III, Part A	<input type="checkbox"/>
Title II, Part A	<input type="checkbox"/>	Title IV, Part A	<input type="checkbox"/>
Title II, Part D	<input type="checkbox"/>	Title V, Part A	<input type="checkbox"/>

Title I Personnel Count			
Total No. of Personnel		Full-time Equivalents	
Teachers	_____	No. of FTE Teachers	_____
Parapros	_____	No. of FTE Parapros	_____
Other	_____	No. of FTE Other	_____
Specify Others:	_____		

LOCAL NEGLECTED	
# Students participating in project	_____

Compliance Models:
☐ Pullout
 ☐ Add On
 ☐ In Class
 ☐ Other (Specify): _____
Effective Models and Strategies: _____

TITLE II, PART A-TEACHER QUALITY**Do not fill-in shaded areas.**

% of Allocation budgeted for each selected activity	PROPOSED ACTIVITIES	STAFF IMPACTED (Teachers, Principals, Paraprofessionals, etc.)	NUMBER EMPLOYED		NUMBER OF STAFF INVOLVED **	
					Public	Nonpublic
___	Professional Development * Public School					
___	Professional Development * Nonpublic Schools (equitable participation and hold harmless)					
___	Class Size Reduction Teachers		# Positions	FTE		
___	Teacher and/or Principal recruitment and retention initiatives					
___	Signing Bonuses					
___	Teacher and/or Principal Mentoring					
___	Merit Pay					
___	Substitute Pay					
___	Teacher testing					
___	Pay differentiation initiatives					
___	Administration		# Positions	FTE		
___	Other (specify)		# Positions	FTE		
___	Other (specify)					
0	Enter the number of positions funded with Title II-A: School # ___ FTE ___ Systemwide # ___ FTE ___					

* Professional development activities are high quality, sustained, intensive and classroom-focused in order to have a positive impact on classroom instruction and the teacher's performance in the classroom.

** Number of staff involved reflects a Head Count **NOT FTE**

Title II Part D, Enhancing Education Through Technology

I. DIVISION OF FUNDS, TCSP INCLUSION AND ADMINISTRATIVE COSTS (School Year 2006-2007)

DIVISION OF FUNDS		TCSP INCLUSION	
<input type="checkbox"/> Yes <input type="checkbox"/> No	Our system has included the Division of Funds worksheet (Page 10) indicating the types and costs of items to be purchased with Technology Funds for 2006-2007 with the FY07 Consolidated Application submission.	<input type="checkbox"/> Yes <input type="checkbox"/> No	Our system has included the components of our Technology Plan into the Tennessee Comprehensive Systemwide Planning Process Document (TCSP) and referenced them in the Compliance Matrix
ADMINISTRATIVE PORTION OF TITLE II-D ALLOCATION			
Are you budgeting any of your II-D allocation for administrative purposes?		<input type="checkbox"/> NO <input type="checkbox"/> YES	If "YES", what percentage of your II-D allocation will be budgeted and spent on administrative costs? _____
II. PROPOSED ACTIVITIES AND ACCOUNTABILITY OPTIONS (Check all that apply to this year's project)			
<input type="checkbox"/> Professional Development Waiver PD Waiver Demonstration: In an attachment, describe how your system already provides ongoing, sustained, and intensive, high-quality professional development that is based on a review of relevant research, to all teachers in core academic subjects in the integration of advanced technologies, including emerging technologies, into curricula and instruction. This request, if approved, may affect your eligibility for competitive Title IID grants.			
ACTIVITY	EVIDENCE OF ACTIVITY	EFFECTIVENESS OPTION(S)	
<input type="checkbox"/> Professional Development (at least 25% required)	<input type="checkbox"/> Sign-in sheets for PD instruction <input type="checkbox"/> Handouts <input type="checkbox"/> Agenda for workshop/training <input type="checkbox"/> Other (explain) _____	<input type="checkbox"/> Teacher surveys demonstrating satisfaction with training <input type="checkbox"/> Lesson plans incorporating more technology integration <input type="checkbox"/> PD Needs Assessments <input type="checkbox"/> Other (explain) _____	
<input type="checkbox"/> #1: Initiatives (public/private partnerships) to increase tech access	<input type="checkbox"/> Collaborative mtg. sign-in sheets <input type="checkbox"/> Letters of support <input type="checkbox"/> Thank you letters for donation of equipment, services, resources, cash <input type="checkbox"/> Other (explain) _____	<input type="checkbox"/> Thank you letters (see evidence column) <input type="checkbox"/> Newspaper articles/pix <input type="checkbox"/> Change in student:computer ratio <input type="checkbox"/> Portfolios including products by students using "donated" services, equipment <input type="checkbox"/> Other (explain) _____	
<input type="checkbox"/> #2A: Adapting/expanding new or existing technology applications to increase student achievement USING teaching practices identified by research to increase student academic success	<input type="checkbox"/> Any purchases require PO's or invoices <input type="checkbox"/> Statement of applications used and research citing <input type="checkbox"/> Portfolios created after strategy used by teacher <input type="checkbox"/> Other (explain) _____	<input type="checkbox"/> Portfolios by students <input type="checkbox"/> Journal entries <input type="checkbox"/> Student/teacher surveys <input type="checkbox"/> Increased use/ enthusiasm for new strategies <input type="checkbox"/> Other (explain) _____	
<input type="checkbox"/> #2B: Adapting/expanding new or existing technology applications to increase student achievement USING distance learning strategies to increase student academic success	<input type="checkbox"/> Any purchases require PO's or invoices <input type="checkbox"/> Class schedule/syllabus for distance learning subject <input type="checkbox"/> Portfolios created after strategy used by teacher <input type="checkbox"/> Video conferencing tape <input type="checkbox"/> Other (explain) _____	<input type="checkbox"/> Portfolios by students <input type="checkbox"/> Journal entries by students/teachers <input type="checkbox"/> Student/teacher surveys <input type="checkbox"/> Increased use of/enthusiasm for new strategies <input type="checkbox"/> Certificate of completion for students taking class(es) <input type="checkbox"/> Other (explain) _____	
<input type="checkbox"/> #3: Buying proven courses and curricula using technology integration to help students improve academically	<input type="checkbox"/> Any purchases require PO's or invoices <input type="checkbox"/> Training given to teachers to implement new courses counts for this item AND P.D. <input type="checkbox"/> Other (explain) _____	<input type="checkbox"/> Surveys to determine achievement of students using program <input type="checkbox"/> Portfolios using courses/curricula <input type="checkbox"/> Increase in academic scores on tests <input type="checkbox"/> Other (explain) _____	
<input type="checkbox"/> #4: Using technology to promote meaningful parental involvement, to foster increased communication and to assist parents to understand the technology being applied in their child's education.	<input type="checkbox"/> Website <input type="checkbox"/> Emails/email training and accounts <input type="checkbox"/> Flyers/invitations to school functions <input type="checkbox"/> Tech classes for parents <input type="checkbox"/> Homework hotlines <input type="checkbox"/> Other (explain) _____	<input type="checkbox"/> Website "hits" <input type="checkbox"/> Parent surveys-evaluate and satisfaction <input type="checkbox"/> Portfolios of parent/student collaborative work <input type="checkbox"/> Increased homework returned <input type="checkbox"/> Other (explain) _____	

<input type="checkbox"/> #5: Preparing teacher leaders with training to be experts and train others and providing bonus payments to these individuals.	<input type="checkbox"/> Training documentation for coaches: program brochures from conferences <input type="checkbox"/> Handouts for coach training <input type="checkbox"/> Stipend award documentation <input type="checkbox"/> Work log for each teacher/coach <input type="checkbox"/> Handouts/sign-in sheets for training provided BY coach to staff <input type="checkbox"/> Other (explain) _____	<input type="checkbox"/> Work log for teacher coach-when called, why called, response, results <input type="checkbox"/> Surveys from cohorts-successful or not? <input type="checkbox"/> Certificate of completion for classes/training taken by coach <input type="checkbox"/> Other (explain) _____
<input type="checkbox"/> #6: Acquiring, adapting, expanding, implementing, repairing, and maintaining existing and new applications of technology, to support the school reform effort and to improve student academic achievement.	<input type="checkbox"/> Purchases and upgrades require PO's and invoices <input type="checkbox"/> Repair log <input type="checkbox"/> Inventory <input type="checkbox"/> Other (explain) _____	<input type="checkbox"/> Pre-post inventory of hardware and software <input type="checkbox"/> Response time for repairs this year: last year <input type="checkbox"/> Student: computer access change (improvement) <input type="checkbox"/> Chart depicting technology access increase <input type="checkbox"/> Other (explain) _____
<input type="checkbox"/> #7: Buying networking, resources and services	<input type="checkbox"/> Purchases and upgrades require PO's and invoices <input type="checkbox"/> Inventory-pre and post showing increased software/hardware <input type="checkbox"/> Contracts for services rendered-training, installation, etc. <input type="checkbox"/> Other (explain) _____	<input type="checkbox"/> Pictures of items purchased <input type="checkbox"/> Pre-post inventory for equipment, networking items <input type="checkbox"/> Other (explain) _____
<input type="checkbox"/> #8: Collect manage and analyze data with technology	<input type="checkbox"/> Program purchased? PO's or invoices <input type="checkbox"/> Sample of printout from data management program <input type="checkbox"/> Sample faculty mtg. agenda where data analysis is discussed <input type="checkbox"/> Other (explain) _____	<input type="checkbox"/> Surveys to determine student achievement using program <input type="checkbox"/> Teacher/parent survey depicting satisfaction with program <input type="checkbox"/> Technology Survey results <input type="checkbox"/> Other (explain) _____
<input type="checkbox"/> #9: Implementing performance measurement systems	<input type="checkbox"/> Printout from student performance measurement system <input type="checkbox"/> Installation PO's/invoices <input type="checkbox"/> Sign-in sheets/handouts for training on using this technology <input type="checkbox"/> Other (explain) _____	<input type="checkbox"/> Pre-post printouts showing increase in student performance <input type="checkbox"/> Teacher survey depicting satisfaction with programs <input type="checkbox"/> Increased student scores in measured academic areas <input type="checkbox"/> Other (explain) _____
<input type="checkbox"/> #10: Developing, enhancing or implementing information technology courses for students	<input type="checkbox"/> Signup sheets for training the trainer on student information technology courses <input type="checkbox"/> Signup sheets for students taking these courses <input type="checkbox"/> Handouts for students in info tech classes <input type="checkbox"/> Other (explain) _____	<input type="checkbox"/> Increased student enrollment in these classes <input type="checkbox"/> Increased student scores in information technology <input type="checkbox"/> Pre-post numbers for successful resumes, technology jobs obtained, productivity on projects. <input type="checkbox"/> Other (explain) _____

III. PROPOSED ACTIVITIES WILL TARGET THE FOLLOWING GROUPS (check all groups that apply, specify their bases, and then check the activities proposed for each group)

<input type="checkbox"/> a. High poverty	<input type="checkbox"/> b. High need (technology, professional development)	<input type="checkbox"/> c. High priority
Basis: <input type="checkbox"/> Free/Reduced Lunch <input type="checkbox"/> Other: Explained on attached sheet(s)	Basis: <input type="checkbox"/> State Technology Survey <input type="checkbox"/> Other: Explained on attached sheet(s)	Basis: <input type="checkbox"/> Attached list of selected state-identified high priority schools
Activities (#s) PD 1 2a 2b 3 4 5 6 7 8 9 10 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Activities (#s) PD 1 2a 2b 3 4 5 6 7 8 9 10 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Activities (#s) PD 1 2a 2b 3 4 5 6 7 8 9 10 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

IV. Enter the estimated percentage to be budgeted for each of the activities selected for this year:
Budget Total: 0

P.D	___	1	___	2a	___	2b	___	3	___	4	___	5	___	6	___	7	___	8	___	9	___	10	___
-----	-----	---	-----	----	-----	----	-----	---	-----	---	-----	---	-----	---	-----	---	-----	---	-----	---	-----	----	-----

V. Please enter the number of positions funded with Title II-D: School: # _____ FTE _____ Systemwide # _____ FTE _____

Consolidated Application for FY07			NCLB Consultant		System #		System Name			
Division of Funds for Technology										
Projected Title II-D allocation										
Category	Quantity	Item and Description	Cost per item	Funding Sources					Total costs	% of II-D allocation
				II-D funding	E-RATE funding	State funding	Local funding	Other sources		
Professional Development (EX: Substitute fees for teacher workshops, Workshop registration fees, travel, Presenter fees, training materials, salaries for Teacher Coaches and Technology Coordinators, etc.)									\$ -	
									\$ -	
									\$ -	
									\$ -	
									\$ -	
									\$ -	
									\$ -	
									\$ -	
									\$ -	
									\$ -	
									\$ -	
									\$ -	
									\$ -	
									\$ -	
									\$ -	
									\$ -	
									\$ -	
									\$ -	
									\$ -	
									\$ -	
	Total yearly projected costs for Professional Development by funding source				\$ -	\$ -	\$ -	\$ -	\$ -	

Consolidated Application for FY07			NCLB Consultant		System #		System Name			
Division of Funds for Technology										
Projected Title II-D allocation										
Category	Quantity	Item and Description	Cost per item	Funding Sources					Total costs	% of II-D allocation
				II-D funding	E-RATE funding	State funding	Local funding	Other sources		
Hardware (EX: Equipment-computers, digital cameras, scanners, printers, other peripherals, wiring, etc.)									\$ -	
									\$ -	
									\$ -	
									\$ -	
									\$ -	
									\$ -	
									\$ -	
									\$ -	
									\$ -	
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									\$ -	
									\$ -	
									\$ -	
									\$ -	
									\$ -	
									\$ -	
									\$ -	
	Total yearly projected costs for Hardware by funding source				\$ -	\$ -	\$ -	\$ -	\$ -	

Consolidated Application for FY07		NCLB Consultant		System #		System Name					
Division of Funds for Technology											
Projected Title II-D allocation											
Category	Quantity	Item and Description	Cost per item	Funding Sources					Total costs	% of II-D allocation	
				II-D funding	E-RATE funding	State funding	Local funding	Other sources			
Software (EX: Application software, CDs, DVDs, cassette tapes, etc.)									\$ -		
									\$ -		
									\$ -		
									\$ -		
									\$ -		
									\$ -		
									\$ -		
									\$ -		
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									\$ -		
									\$ -		
									\$ -		
									\$ -		
	Total yearly projected costs for Software by funding source				\$ -	\$ -	\$ -	\$ -	\$ -		\$ -

Consolidated Application for FY07		NCLB Consultant		System #		System Name				
Division of Funds for Technology										
Projected Title II-D allocation										
Category	Quantity	Item and Description	Cost per item	Funding Sources					Total costs	% of II-D allocation
				II-D funding	E-RATE funding	State funding	Local funding	Other sources		
Services (EX: Maintenance agreements, Networking installations, Equipment pickup and delivery charges, Contracts, etc.)									\$ -	
									\$ -	
									\$ -	
									\$ -	
									\$ -	
									\$ -	
									\$ -	
									\$ -	
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									\$ -	
									\$ -	
									\$ -	
									\$ -	
	Total yearly projected costs for Services by funding source				\$ -	\$ -	\$ -	\$ -	\$ -	

Consolidated Application for FY07			NCLB Consultant		System #		System Name			
Division of Funds for Technology										
Projected Title II-D allocation										
Category	Quantity	Item and Description	Cost per item	Funding Sources					Total costs	% of II-D allocation
				II-D funding	E-RATE funding	State funding	Local funding	Other sources		
<u>Other Resources</u> (EX: Printed materials, Resource media and videos, other resource items for general teacher usage,etc.)									\$ -	
									\$ -	
									\$ -	
									\$ -	
									\$ -	
									\$ -	
									\$ -	
									\$ -	
									\$ -	
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									\$ -	
									\$ -	
									\$ -	
	Total yearly projected costs for Other Resources by funding source				\$ -	\$ -	\$ -	\$ -	\$ -	
Total yearly projected costs for each category				\$ -	\$ -	\$ -	\$ -	\$ -	Total % of II-D allocation projected	

REQUIRED STAFFING FOR *ESL* SERVICES AND PLAN FOR SERVING ESL STUDENTS2005-06 October 1st ELL Child Count

:

Certificated ESL-endorsed positions funded with state and/or local funds

PLANNING FOR ESL STUDENTS☐

The required components in reference to Section 3116, NCLB, for ESL students are included in the TCSP and referenced in the Compliance Matrix .

*(For LEAs NOT receiving or those NOT accepting Title III funds, please do NOT complete the remainder of this page.)***TITLE III and ENGLISH LANGUAGE LEARNERS (LEAs receiving funds as EITHER a Consortium member OR Fiscal Agent)****USES OF FUNDS****A. Assurances (Submission of this completed page indicates compliance with the following requirements regarding uses of funds.) Documentation is required.****(1) Funds will be used to provide scientifically-based Language instruction to increase:****Budgeted %:** _____English Proficiency
Student Academic Achievement**(2) Funds will be used to provide high quality, scientifically-based Professional Development*****Budgeted %:** _____To improve instruction and assessment of LEP
To enhance the teacher's ability to instruct LEP students* Professional development activities are high quality, sustained, intensive and classroom-focused
in order to have a positive, lasting impact on classroom instruction and the teacher's performance in the classroom.**B. Other Uses****% Budgeted**

<input type="checkbox"/> Upgrade program objectives	_____
<input type="checkbox"/> Upgrade program materials	_____
<input type="checkbox"/> Intensive Instruction	_____
<input type="checkbox"/> Coordinate with other relevant programs	_____
<input type="checkbox"/> Technology and Instructional materials	_____

% Budgeted

<input type="checkbox"/> Tutorials and Academic or Vocational Instruction	_____
<input type="checkbox"/> Improve English Proficiency and Academic Achievement	_____
<input type="checkbox"/> Administration (No more than 2% of allocation)	_____
<input type="checkbox"/> Other (specify) _____	_____

Total percentage of allocation budgeted: 0**Please enter the number of supplemental positions funded with Title III: School: # _____ FTE _____ Systemwide # _____ FTE _____***If an LEA generates \$10,000 or more or is the Fiscal Agent for a Consortium, complete the chart below.***CONSORTIUM****Consortium Option**

A local education agency receiving a grant allocation of less than \$10,000 may form a consortium with another local education agency or agencies.

List Fiscal Agent, Consortium Members and Allocations

Members	Allocation
Fiscal Agent:	
Consortium Members:	

Title IV, Part A-Safe and Drug-Free Schools and Communities Program**A. Consultation**

The following documentation is on file regarding public involvement in the development of this application:

- ☐ Evidence that the Title IV portion for the application was developed through timely and meaningful consultation with State and local representatives, public and private schools to be served, including teachers and other staff, parents, students, community-based organizations and others with relevant and demonstrated expertise in drug and violence prevention activities (such as medical, mental health and law enforcement)
- ☐ A description of how the LEA provided effective notice to the community of the LEA's intention to submit the Title IV portion of the application.
- ☐ A description of how the results of the evaluations of the effectiveness of the program will be used to refine, improve and strengthen the programs.
- ☐ Evidence of being in compliance with the public reporting requirements under Title IV.

B. Needs Assessment

- ☐ A needs assessment (including participating private schools) was completed for this portion of the application.

C. Local Plan

Risk factors to be reduced:	Strategies/Programs to be Used:	% of allocation	Measurable Indicators:

Protective factors, buffers or assets to be increased:	Strategies/Programs to be Used:	% of allocation	Measurable Indicators:

D. Science-Based Programs (Please mark all applicable boxes.)

- ☐ All of the programs/activities are compliant with the Principles of Effectiveness. Lists of acceptable programs can be found on the web at <http://www.tennessee.gov/education/sp/sp-drugs.htm>
- ☐ For a waiver granted in FY04, the required Waiver Reporting Form is completed and attached (page 12-B).
- ☐ LEA desires to continue to use the program for which the LEA received a waiver in FY04, and a new waiver request is attached. On a separate sheet, answer the questions in the last item in this section (5th checkbox) to request a waiver.
- ☐ LEA plans to continue to operate under a waiver that was granted in FY05 or FY06.
- ☐ The LEA desires **to apply** for a waiver to utilize an additional program that is not recognized to be compliant with the Principles of Effectiveness and submits a waiver by answering the following questions on an attached sheet.

Information required for a waiver: 1) Describe any components or elements of the proposed program that have been demonstrated to be successful. 2) Describe the research upon which the program is based. 3) Is there any preliminary data or other information to suggest that the program shows promise of effectiveness? 4) What specific outcomes does the project seek to deliver? How will the project be evaluated to determine effectiveness?

E. Describe how the selected services will be targeted toward the schools and students with the greatest needs.

F. Please enter the number of positions funded with Title IV: School: # _____ FTE _____ Systemwide # _____ FTE _____

G. Please indicate the percentage of your Title IV allocation for administrative purposes: Admin %: _____ Total Title IV % budgeted: 0

Title IV-A Waiver Reporting Form

1. Describe all components or elements of the program that the school system found to be successful.

2. Provide data or other information relative to the system's use that suggests the program shows promise of effectiveness.

3. How did the school system evaluate the program?

4. Report specific outcomes that the project delivered.

Title V-Innovative Programs

(Please do not complete shaded boxes)

(Please do not complete shaded boxes)

PROGRAM (Indicate selected programs by entering numbers hired/served and percentage of allocation budgeted for each activity)			PUBLIC SCHOOLS			PRIVATE SCHOOLS		PROGRAM (Indicate selected programs by entering numbers hired/served and percentage of allocation budgeted for each activity)			PUBLIC SCHOOLS			PRIVATE SCHOOLS	
Selected Activity	% Budgeted	Program	No. Hired	Students Served	Staff trained	Students served	Staff trained	Selected Activity	% Budgeted	Program	No. Hired	Students Served	Staff trained	Students served	Staff trained
		1a. Programs to recruit, train and hire highly qualified teachers to reduce class size, especially in the early grades.								14. Expansion and improvement of school-based mental health services.					
		1b. Professional development activities carried out in accordance with Title II-A								15. Alternative educational programs for those students who have been expelled or suspended from their regular educational setting.					
		2. Technology activities related to the implementation of school-based reform efforts.								16. Programs to establish or enhance prekindergarten programs for children.					
		3. Programs for the development or acquisition and use of instructional and educational materials, including library services and materials (including media materials)								17. Academic intervention programs that are operated jointly with community-based organizations.					
		4. Promising education reform projects, including magnet schools.								18. Programs for cardiopulmonary resuscitation (CPR) training in schools.					
		5. Programs to improve the academic achievement of educationally disadvantaged elementary school and secondary school students, including activities to prevent students from dropping out of school.								19. Programs to establish smaller learning communities.					
		6. Programs to improve the literacy skills of adults, especially the parents of children served by the local educational agency, including adult education and family literacy program.								20. Activities that encourage and expand improvements throughout the area served by the local educational agency that are designed to advance student academic achievement.					
		7. Programs to provide for the educational needs of gifted and talented children.								21. Initiatives to generate, maintain and strengthen parental and community involvement.					
		8. The planning, design and initial implementation of charter schools as described in Title V, Part B								22. Programs and activities that expand learning opportunities through best-practice models designed to improve classroom learning and teaching..					
		9. School Improvement programs or activities under Sections 1116 and 1117								23. Programs to provide same-gender schools and classrooms (consistent with applicable law)					
		10. Community service programs that use qualified school personnel to train and mobilize young people to measurably strengthen their communities through nonviolence, responsibility, compassion, respect and moral courage.								24. Service learning activities					
		11. Activities to promote consumer, economic and personal finance education, such as dissemination information on and encouraging use of the best practices for teaching the basic principles of economics and promoting the concept of achieving financial literacy.								25. School safety programs, including programs to implement the policy described in section 9532 (unsafe school choice).					
		12. Activities to promote, implement or expand public school choice.								26. Programs that employ research-based cognitive and perceptual development approaches.					
		13. Programs to hire and support school nurses.								27. Supplemental educational services, as defined in Section 1116 (e) .					

Total number of positions funded with Title V funds: School-based:

FTE:

Systemwide:

FTE:

Percentage of Title V allocation to be spent for administrative purposes:

Total % of allocation budgeted:

0%

TITLE VI, PART B, SUBPART 2-RURAL AND LOW-INCOME SCHOOL PROGRAM**Funds will be used for the following purposes:**(Indicate the selected program(s) by clicking to place an X in the box on the left and type in the percentage of the allocation to be budgeted for each selected activity.)

<u>Purposes</u>	<u>Budgeted % from allocation</u>
<input type="checkbox"/> 1. Teacher recruitment and retention	_____
<input type="checkbox"/> 2. Teacher professional development	_____
<input type="checkbox"/> 3. Educational technology as described in Title II, Part D	_____
<input type="checkbox"/> 4. Parental involvement activities	_____
<input type="checkbox"/> 5. Activities authorized under Title IV, Part A	_____
<input type="checkbox"/> 6. Activities authorized under Title I, Part A	_____
<input type="checkbox"/> 7. Activities authorized under Title III	_____
<input type="checkbox"/> 8. Other (specify) _____	_____
<i>Total percentage budgeted (includes admin below) 0</i>	

Please enter the number of positions funded with Title VI: School: # _____ FTE _____ Systemwide # _____ FTE _____

Please enter the percentage of your Title VI allocation budgeted for administrative purposes: _____

REQUIRED PLANS AND POLICIES**Required Plans (check as completed)**

No Child Left Behind requires certain plans and policies related to the programs in this consolidated application. These plans must be maintained at the LEA and must be available for review upon request.

- Yes** ☐ **N/A** ☐ **The LEA has incorporated the following components into the TCSP:**
- ☐ Title I, Part A-Improving the Academic Achievement of the Disadvantaged, and meets the requirements of Section 1112 (LEA Title I Plan), Section 1116 (Academic Assessment and LEA and School Improvement), and Section 1119 (Qualifications for Teachers and Paraprofessionals);
- ☐ ☐ Title I, Part C-Education of Migratory Children;
- ☐ Title II, Part A-Teacher and Principal Training and Recruitment, and meets the requirements of Sections 2122 and 2123;
- ☐ Title II, Part D-Enhancing Education Through Technology;
- ☐ ☐ Title III, Part A-English Language Acquisition, Language Enhancement, and Academic Achievement;
- ☐ Title IV, Part A-Safe and Drug-free Schools and Communities
- ☐ Title V, Part A-Innovative Programs
- ☐ ☐ Title VI, Part B, Subpart 2, Rural and Low Income School Program
- ☐ **These NCLB Performance Goals are incorporated into the TCSP:**
- By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
 - All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
 - By 2005-06, all students will be taught by highly-qualified teachers (Sections 1119 and 2122).
 - All students will be educated in learning environments that are safe, drug-free and conducive to learning (Section 4114).
 - All students will graduate from high school.

Other required plans and policies:

<input type="checkbox"/>	The LEA has a written LEA parent involvement policy which meets the requirements of Section 1118 (a)	<input type="checkbox"/>	Code of Conduct policy (Section 4114)		
<input type="checkbox"/>	A TSIP (which meets the requirements of Section 1114) for each Title I schoolwide school	<input type="checkbox"/>	An approved ESL/OCR Compliance report (Descriptive Report on Services to English Language Learners (ELL)) must be on file.		
<input type="checkbox"/>	A TSIP (which meets the requirements of Section 1115) for each Title I targeted assistance school	<input type="checkbox"/>	All Title I educational assistants hired after 1/8/02 are "highly qualified".		
<input type="checkbox"/>	Each Title I school has a written school parental involvement policy which meets the requirements of Section 1118 (b)	<input type="checkbox"/>	Crisis management plan (Section 4114)		
<input type="checkbox"/>	The LEA has a plan for an annual increase in the percentage of teachers who are receiving high quality professional development.				Percentage of teachers receiving high quality professional development Source: Teacher P.D. Questionnaire Data Summary Report 04-05 http://crep.memphis.edu/pdsurvey (or http://64.34.174.9/CrepReport/PDSchool.jsp)
<input type="checkbox"/>	The LEA has a plan for keeping schools safe and drug-free. (Section 4114)	02-03	03-04	04-05	

Percentage of core academic courses taught by identified highly qualified teachers (Section 1119)

Reported Percentage and Projection				
02-03		03-04		04-05
				100%
				05-06

Coordination and Participation Requirements

The LEA Consolidated Plan describes how Title I, Part A is coordinated with programs funded with:

<u>Yes</u>	<u>N/A</u>	
<input type="checkbox"/>	<input type="checkbox"/>	Title I, Part C
<input type="checkbox"/>		Title II, Part A
<input type="checkbox"/>		Title II, Part D
<input type="checkbox"/>	<input type="checkbox"/>	Title III, Part A
<input type="checkbox"/>		Title IV, Part A
<input type="checkbox"/>		Title V, Part A
<input type="checkbox"/>		The Individuals with Disabilities Act
<input type="checkbox"/>	<input type="checkbox"/>	The Carl D. Perkins Vocational and Technical Education Act of 1998
<input type="checkbox"/>		The McKinney-Vento Homeless Assistance Act

In order to increase program effectiveness, eliminate duplication and reduce fragmentation of the instructional program, the LEA Consolidated Plan describes how the LEA will coordinate and integrate Title I services with the following educational services.

<u>Yes</u>	<u>N/A</u>	
<input type="checkbox"/>	<input type="checkbox"/>	Head Start
<input type="checkbox"/>	<input type="checkbox"/>	Even Start
<input type="checkbox"/>	<input type="checkbox"/>	Reading First
<input type="checkbox"/>	<input type="checkbox"/>	Early Reading First
<input type="checkbox"/>	<input type="checkbox"/>	Other preschool programs
<input type="checkbox"/>	<input type="checkbox"/>	Services for neglected or delinquent youth
<input type="checkbox"/>	<input type="checkbox"/>	Services for Youth at risk of dropping out
<input type="checkbox"/>	<input type="checkbox"/>	Services for children with limited English proficiency
<input type="checkbox"/>	<input type="checkbox"/>	Services for immigrant children
<input type="checkbox"/>	<input type="checkbox"/>	Services for homeless children and youth
<input type="checkbox"/>	<input type="checkbox"/>	Services for migratory and formerly migrant

Student Population
(Number)

FISCAL REQUIREMENTS (Mark all that are applicable)**Title I**

- ☐ If the Title I allocation is over \$500,000, a minimum of 1% has been budgeted for parental involvement.
- ☐ All schools in School Improvement have budgeted 10% of the school allocation for staff development that directly addresses the academic achievement problem that cause the school to be identified for improvement.
- ☐ A minimum of 5% of the LEA Title I allocation has been budgeted for professional development to ensure that teachers who are not highly qualified become highly qualified no later than the end of the 2005-06 school year.
- ☐ If **any** school below 35% poverty is served, the "125% Rule" has been observed in calculating the **minimum** per pupil amount to be used in **ALL** the schools.

Title II, Part D

- ☐ Twenty-five percent (25%) of Title II, Part D formula funds have been budgeted for staff development unless the school has received an approved PD waiver with this application.

Title III

- ☐ No more than 2% of Title III funds have been budgeted for administration.

Title IV, Part A

- ☐ No more than 2% of Title IV, Part A funds has been budgeted for administration.
- ☐ No more than 20% can be used for security-related activities with the exception that up to 40% may be used if the "security-related expenditure" is for the hiring and training of a school resource officer.

Administrative Funds

ALL LEAs complete the following chart on projected usage of the administrative portion of your NCLB funding

**Does NOT include Indirect Costs*

<u>Funding Source</u>	<u>Maximum % Allowed</u>	<u>Projected % to be Used</u>
Title I-A	N/A	
Title II-A	N/A	
Title II-D	N/A	
Title III	2%	

<u>Funding Source</u>	<u>Maximum % Allowed</u>	<u>Projected % to be Used</u>
Title IV	2%	
Title I-D, Local Neg.	N/A	
Title V	N/A	
Title VI	N/A	

<u>Funding Source</u>	<u>Consolidated Admin?</u> (“X” if used)
Even Start	<input type="checkbox"/>
Migrant Education	<input type="checkbox"/>
Reading First	<input type="checkbox"/>
21 st Century	<input type="checkbox"/>

- ☐ **Yes** ☐ **No** Our system will use Consolidated Administrative Funds for our Federal funds.

DISTRICTWIDE INFORMATION

DISTRICTWIDE PRESCHOOLS		Total Number of Districtwide Preschool Classrooms
Funded by Districtwide Title I Set-Asides		
Funded by Title V		
Funded by Other Titles		
Totals		

TITLE I DISTRICTWIDE INITIATIVES	Family and Community Engagement	Preschools	Summer School	Before/After-school programs	Professional Development	Other *
Check the appropriate Districtwide Initiatives your system utilizes						
* Specify other initiatives (if applicable):	1 _____					
	2 _____					

NCLB PROGRAM STAFF-SCHOOL PERSONNEL *(A Job Description for each salaried position funded must be on file. Part-time employees must keep a log or schedule as applicable.)

REGULAR TERM ONLY																
PROGRAM STAFF	TOTAL NUMBER OF PERSONNEL								FULL-TIME EQUIVALENT							
Instruction & Support	Title I *	Migrant	Title II-A	Title II-D	Title III	Title IV	Title V	Title VI	Title I *	Migrant	Title II-A	Title II-D	Title III	Title IV	Title V	Title VI
1 Teacher(s)																
2 Paraprofessionals/EAs																
3 Guidance																
4 Clerical																
5 Resource Specialist/Tech Coach																
6 Mentor																
7 Parent Involvement																
8 Instructional Facilitators																
9 Other																
10 Other																
Totals																

* NOTE: Title I personnel should **only** be displayed for Targeted-Assistance Schools

NCLB PROGRAM STAFF-SYSTEMWIDE PERSONNEL(A Job Description for each salaried position funded must be on file. Part-time employees must keep a log or schedule as applicable.)

REGULAR TERM ONLY																
PROGRAM STAFF	TOTAL NUMBER OF PERSONNEL								FULL-TIME EQUIVALENT							
Instruction & Support	Title I	Migrant	Title II-A	Title II-D	Title III	Title IV	Title V	Title VI	Title I	Migrant	Title II-A	Title II-D	Title III	Title IV	Title V	Title VI
1 Coordinator/Supervisor Consulting Teachers/ 2 Instructional Facilitators																
3 Paraprofessionals																
4 Clerical																
5 Family/Parent Involvement																
6 Other																
Totals																

PROGRAM STAFF	TOTAL NUMBER OF PERSONNEL								FULL-TIME EQUIVALENT							
Administration	Title I	Migrant	Title II-A	Title II-D	Title III	Title IV	Title V	Title VI	Title I	Migrant	Title II-A	Title II-D	Title III	Title IV	Title V	Title VI
1 Administration																
2 Program/Project Director																
3 Evaluator																
4 Resource Specialist																
5 Other																
Totals																

PROGRAM ASSURANCES**A. TITLE I, PART A – Improving the Academic Achievement of the Disadvantaged****The Local Education Agency (LEA) hereby assures the State Education Agency (SEA) that the LEA will:**

1. Participate, if selected, in the State National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under section 411(b)(2) of the National Education Statistics Act of 1994.
2. Inform eligible schools and parents of school-wide program authority and the ability of such schools to consolidate funds from Federal, State, and local sources.
3. Provide technical assistance and support to school-wide programs.
4. Work in consultation with schools as they develop the schools' plan pursuant to section 1114 and assist schools as the schools implement such plans or undertake activities pursuant to section 1115 so that each school can make adequate yearly progress toward meeting the State student academic achievement standards and meet the requirements of the statute.
5. Fulfill such agency's school improvement responsibilities under section 1116, including taking actions under paragraphs (7) and (8) of section 1116(b).
6. Provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1120, and timely and meaningful consultation with private school officials regarding such services.
7. Take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part.
8. In the case of an LEA that chooses to use funds under this part to provide early childhood development services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act.
9. Work in consultation with schools as the schools develop and implement their plans or activities under sections 1118 and 1119 to ensure requirements in the statute are being carried out.
10. Comply with the requirements of section 1119 regarding the qualifications of teachers and paraprofessionals and professional development for such individuals.
11. Inform eligible schools of the LEA's authority to obtain waivers on the school's behalf under Title IX and, if the State is an Ed-Flex Partnership State, to obtain waivers under the Education Flexibility Partnership Act of 1999.
12. Coordinate and collaborate, to the extent feasible and necessary as determined by the LEA, with the SEA and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring under section 1116 if such a school requests assistance from the LEA in addressing major factors that have significantly affected student achievement at the school.
13. Ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.
14. Use the results of the student academic assessments required under section 1111(b)(3), and other measures or indicators available to the agency, to review annually the progress of each Title I school to determine whether all of the schools are making the progress necessary to ensure that all students will meet the State's proficient level of achievement on the State academic assessments described in section 1111(b)(3) within 12 years from the baseline year described in section 1111(b)(2)(E)(ii).
15. Ensure that the results from the academic assessments required under section 1111(b)(3) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.
16. Assist each Title I school in developing or identifying examples of high-quality, effective curricula consistent with section 1111(b)(8)(D).
17. Ensure that all requirements in section 1111(h)(6) regarding Parents Right-to Know are being carried in a manner consistent with the statute.
18. Include in the LEA Consolidated Plan a description of the following, as applicable:
 - a. Additional assessments the LEA and schools use to:
 - determine the success of children served in meeting academic standards;
 - provide information to teachers, parents, and students on the progress being made toward meeting state standards;
 - assist in diagnosis, teaching, and learning in the classroom in ways that best enable low-achieving children served to meet state standards;
 - determine what plan revisions are needed to enable children to meet state standards; and
 - effectively identify students who may be at risk for reading failure or who are having difficulty reading.
 - b. Additional academic indicators that will be used to show success of students.
 - c. Strategies the LEA will implement to provide additional educational assistance to individual students who need help in meeting state standards.

- d. Strategies to be implemented to assist schools identified as in need of improvement.
 - e. Strategies the LEA will take to implement public school choice and supplemental services consistent with the requirements in section 1116.
 - f. How Title I, Part A is coordinated with other NCLB programs, the Individuals with Disabilities Education Act, the Carl D. Perkins Vocational and Technical Education Act of 1998, the McKinney-Vento Homeless Assistance Act and other acts as appropriate.
 - g. Services the LEA will provide homeless children as required by section 1112(b)(1)(O), including services provided with funds reserved under section 1113(c)(3)(A).
 - h. Strategies the LEA will use to implement effective parental involvement under section 1118.
19. Document comparability of services as required by section 1120A.
 20. If assigning public school personnel paid by Title I funds to limited duties, the amount of time spent on such duties will not exceed the same proportion of total work time as prevails with respect to similar personnel at the same school site. The limited duties may include duties beyond classroom instruction or duties that do not benefit participating children. However, the duties must also be assigned to similar personnel, at the same school site, who are not paid with such funds.
 21. Ensure that Title I programs and projects are of sufficient size, scope, and quality to give reasonable promise of substantial progress toward meeting the special educational needs of children being served.

B. TITLE I, PART C – Education of Migratory Children

The LEA hereby assures the SEA that, if participating in the Migrant Education Program, the LEA will:

1. Use funds for programs and projects, including the acquisition of equipment, in accordance with section 1306.
2. Coordinate such programs and projects with similar programs and projects within the LEA, including other Federal programs, and programs and projects within other LEAs, if appropriate, that can benefit migratory children and their families.
3. Carry out programs and projects in a manner consistent with the objectives of section 1114, 1115(b) and (d), 1120A(b) and (c), and Title I, Part I.
4. Consult with parent advisory councils for programs of 1 school year in duration, as programs and projects are planned and operated, and ensure that all programs and projects are carried out—
 - in a manner that provides for the same parental involvement as is required for programs and projects under section 1118, unless extraordinary circumstances make such provision impractical; and
 - in a format and language understandable to the parents.
5. Make adequate provision for addressing the unmet education needs of preschool migratory children as programs and projects are planned and carried out.
6. Determine the effectiveness of such programs and projects, where feasible, using the same approaches and standards that will be used to assess the performance of students, schools, and local educational agencies under Title I, Part A.
7. Ensure that programs and projects will provide for, to the extent feasible—
 - advocacy and outreach activities for migratory children and their families, including informing such children and families of, or helping such children and families gain access to other education, health, nutrition, and social services;
 - professional development programs, including mentoring, for teachers and other program personnel;
 - family literacy programs, including such programs that use models developed under Even Start;
 - the integration of information technology into educational and related programs; and
 - to facilitate the transition of secondary school students to postsecondary education or employment.
8. Assist in determining the number of migratory children under section 1303(a)(1)(A) and (2)(B)(i).

C. TITLE I, PART D - State Agency Programs for Youth Who are Neglected or Delinquent and Local Programs for Youth Who are Delinquent

Subpart I Programs

The State Agency (SA) hereby assures the SEA that the SA will:

1. Make services available to youth in adult correctional facilities and will give priority to youth who are likely to complete incarceration within a two-year period.
2. Assist in locating alternative programs through which students can continue their education if students are not returning to school after leaving the correctional facility.

3. Work with parents to secure parents' assistance in improving the educational achievement of their children and preventing their children's further involvement in delinquent activities.
4. Work with youth with disabilities in order to meet an existing individualized education program and notify the youth's local school if such youth-
 - is identified as in need of special education services while the youth is in the facility, and
 - intends to return to the local school.
5. Work with youth who dropped out of school before entering the facility to encourage the youth to reenter school once the term of the youth has been completed or provide the youth with the skills necessary to gain employment, continue education, or achieve a secondary school diploma or the recognized equivalent if the youth does not intend to return to school.
6. Train teachers and other qualified staff to work with youth with disabilities and other students with special needs taking into consideration the unique needs of such students.
7. Coordinate the program with any programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 or other comparable programs, if applicable.
8. Design programs and projects to support educational services that-
 - except for institution-wide projects under section 1416, are provided to children identified by the SA as failing, or most at risk of failing, to meet the State's challenging State academic content standards and student academic achievement standards;
 - supplement and improve the quality of the educational services provided to such youth by the SA; and
 - afford such youth an opportunity to meet challenging State academic achievement standards.

All Title I, Part D Programs

All entities participating in the Title I, Part D Program assure the SEA that:

1. Programs and projects are of sufficient size, scope, and quality to give reasonable promise of substantial progress toward meeting the special educational needs of those being served.
2. The following Goal, Objectives, and Indicators will be adopted:
GOAL: To improve the academic and vocational and technical skills of youth who are neglected, delinquent, or at risk so that they might become productive members of society.

Objective 1: To maintain and improve educational achievement of participants.

Indicator 1.1: 85% of students will progress academically above their current level in math, language arts, and reading.

Indicator 1.2: The percentage of students that pass the state-mandated tests will increase annually.

Objective 2: To increase the number of school credits accrued by participants that meet State requirements for grade promotion and secondary school graduation.

Indicator 2.1: The percentage of students promoted from remedial classes to grade level or to GED classes will increase annually.

Objective 3: To provide participants with transition services to regular programs or other education programs operated by local education agencies;

Indicator 3.1: A minimum of 70% of students who move into a school program will remain in that program for one year.

Objective 4: To assist participants in completing secondary school (or secondary school equivalency requirements) and obtaining employment, or providing participants with post-secondary education and/or job training programs after leaving the correctional facility or institution for neglected or delinquent children and youth.

Indicator 4.1: The percentage of students completing secondary school or GED requirements will increase annually.

Indicator 4.2: The percentage of students entering the workforce, entering post-secondary institutions, or job training programs following release from state custody will increase annually.

B. TITLE II, PART A - Teacher Quality

The LEA hereby assures the SEA that, if participating in the Title II, Part A Program, the LEA will:

1. Target funds to schools within the jurisdiction of the LEA that:
 - have the lowest proportion of highly qualified teachers;
 - have the largest average class size; or
 - are identified for school improvement under section 1116(b).
2. Conduct an assessment of local needs for professional development and hiring in accordance with section 2122(c).
3. Have on file a plan which meets the requirements of section 2122(b).

E. TITLE II, PART D – Enhancing Education Through Technology: EdTech

The LEA hereby assures the SEA that, if participating in the Title II, Part D Program, the LEA will:

1. Use not less than 25% of formula EdTech funds to provide ongoing, sustained, and intensive high-quality professional development in the integration of technology into daily curricula and instruction unless a waiver is awarded.
2. Have a locally approved technology plan that includes compliance with CIPA regulations.

F. TITLE III, PART A – English Language Learners

The LEA hereby assures the SEA that, if participating in the Title III, Part A Program, the LEA will:

1. Have on file a local written plan which meets all requirements in section 3116.
2. Comply with parental notification requirements specified in section 3302 of the statute prior to, and throughout, each school year.
3. Assess annually the English proficiency of all children with limited English proficiency participating in programs funded under Title III.
4. Base the proposed plan on scientifically based research on teaching limited English proficient (LEP) children.
5. Ensure that programs will enable children to speak, read, write, and comprehend the English language and meet challenging State academic content and student academic achievement standards.
6. Ensure the LEA is not in violation of any State law, including State constitutional law, regarding the education of LEP children.
7. Consult with teachers, researchers, school administrators, and parents, and, if appropriate, with education-related community groups and non-profit organizations, and institutions of higher education in developing the plan.
8. Certify that all teachers in any language instruction educational program for LEP children that is, or will be, funded under Title III are fluent in English, including having written and oral communication skills.

G. TITLE IV, PART A – Safe and Drug-Free Schools and Communities

The LEA hereby assures the SEA that, if participating in the Title IV, Part A Program, the LEA will:

1. Develop its application through timely and meaningful consultation with state and local government representatives, representatives of schools to be served (including private schools), teachers and other staff, parents, students, community-based organizations, and others with relevant and demonstrated expertise in drug and violence prevention activities (such as medical, mental health, and law enforcement professionals).
2. Consult with such representatives and organizations on an ongoing basis in order to seek advice regarding how best to coordinate such agency's activities under this subpart, with other related strategies, programs, and activities being conducted in the community.
3. Ensure that the activities or programs to be funded comply with the principles of effectiveness described in section 4115(a) and foster a safe and drug-free learning environment that supports academic achievement.
4. Ensure that drug and violence prevention programs supported under this subpart convey a clear and consistent message that acts of violence and the illegal use of drugs are wrong and harmful.

5. Have a plan for keeping schools safe and drug-free that includes:
 - a. Appropriate and effective school discipline policies that prohibit disorderly conduct, the illegal possession of weapons, and the illegal use, possession, distribution, and sale of tobacco, alcohol, and other drugs by students;
 - b. Security procedures at school and while students are on the way to and from school;
 - c. Prevention activities that are designed to create and maintain safe, disciplined, and drug-free environments;
 - d. A crisis management plan for responding to violent or traumatic incidents on school grounds; and
 - e. A code of conduct policy for all students that clearly states the responsibilities of students, teachers, and administrators in maintaining a classroom environment that:
 - allows a teacher to communicate effectively with all students in the class;
 - allows all students in the class to learn;
 - has consequences that are fair, and developmentally appropriate;
 - considers the student and the circumstances of the situation; and
 - is enforced accordingly.
6. Ensure that the application and any waiver request under section 4115(a)(3) will be available for public review after submission of the application.
7. Ensure that schools randomly selected will participate in the Youth Risk Behavior Survey or a similar evaluation instrument.
8. Comply with sections of Tennessee Code Annotated 49-6-4301, requiring referral to the criminal justice system or juvenile delinquency system of any student who brings a firearm or weapon to a school served by the LEA.
9. Comply with sections of Tennessee Code Annotated 49-6-4012 – 4015, 49-6-4017, and 49-6-4215 and the Federal law regarding expulsion of student possessing a firearm, which requires not less than a one year expulsion, as defined in Title 20, Chapter 70, Subchapter IV, Part A, Subpart 3, Sec. 7151, United States Code. Further the LEA will provide accurate descriptions to the SEA on an annual basis of the circumstances involving any expulsions imposed, including the name of the school concerned, the number of students expelled from such school, and the type of weapons involved.
10. Implement the Tennessee State Board of Education's Unsafe School Choice Policy and insure that all staff, parents and students are aware of their rights and responsibilities under the same.
11. Comply with the federal Pro-Children Act of 2001 regarding the prohibition of smoking within any indoor school facility and T.C.A. 39-17-1604, regarding smoking on school campus.

H. TITLE V, PART A - Innovative Programs

The LEA hereby assures the SEA that, if participating in the Title V, Part A Program, the LEA will:

1. Ensure that activities funded under this part are based on a needs assessment updated annually.
2. Maintain on file planned allocation of funds for each innovative assistance area funded through this part, a description of the programs that the LEA intends to support, and a description of the reasons for the selection of such programs.
3. Maintain on file a description of how assistance under this part will contribute to improving student academic achievement or improving the quality of education for students.
4. Provide, in the allocation of funds for the assistance authorized by this part and in the planning, design, and implementation of such innovative assistance programs, for systematic consultation with parents of children attending elementary schools and secondary schools in the area served by the local educational agency, with teachers and administrative personnel in such schools, and with such other groups involved in the implementation of this part (such as librarians, school counselors, and other pupil services personnel) as may be considered appropriate by the LEA.
5. Comply with all requirements, including the provisions of section 5142 concerning the participation of children enrolled in private nonprofit schools.
6. Evaluate annually the programs carried out under this part, and that evaluation will:
 - a. Be used to make decisions about appropriate changes in programs for the subsequent year;
 - b. Describe how assistance under this part affected student academic achievement and will include, at a minimum, information and data on the use of funds, the types of services furnished, and the students served under this part; and
 - c. Be submitted in a timely manner and as requested by the SEA.

I. ALL ESEA PROGRAMS included in this application**The LEA hereby assures the SEA that the LEA will:**

1. Use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, federal funds paid to that agency under each program.
2. Keep such records, and provide such information to the SEA, as may be reasonably required for fiscal audit and program evaluation.
3. Ensure all salaries, travel rates, etc. paid from project funds are according to LEA rates. Adequate travel logs, as well as other necessary information, will be maintained to support expenditures.
4. Charge amounts for personnel services that are based on payrolls documented and approved in accordance with the generally accepted practice of the LEA. Payrolls will be supported by time and attendance or equivalent records for individual employees. Salaries and wages of employees chargeable to more than one grant program or cost objective, if applicable, will be supported by appropriate time distribution records.
5. Use these funds to supplement the funds that would, in the absence of such Federal funds, be made available from non-Federal sources and not supplant such funds.
6. Maintain control of program funds provided to the LEA and title to property acquired with those funds.
7. Recognize that SEA approval of an application does not relieve the LEA of its responsibility to comply with all applicable requirements.
8. Comply with Title VI of the Civil Rights Act of 1964 (P.L. 88-352) and in accordance with Title VI of that Act, no person in the United States shall, on the ground of race, color or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity for which the applicant receives Federal financial assistance and will immediately take any measures to effectuate this agreement.
9. Comply with Title VII of the Civil Rights Act of 1964; Section 504 of the Rehabilitation Act of 1978; Certifications regarding Lobbying, Debarment and Other Responsibility Matters, and Drug-Free Workplace Requirements; and Certification regarding Disclosure of Lobbying Activities.
10. Maintain fiscal effort in accordance with section 9521, which states, "The combined fiscal effort per student or the aggregate expenditures of the agency with respect to the provision of free public education by the agency for the preceding fiscal year was not less than 90 percent of the combined fiscal effort or aggregate expenditures for the second preceding fiscal year."
11. Comply with section 9501 regarding participation by private school children and teachers.

J. NCLB GOALS AND INDICATORS for LEAs**The LEA hereby assures the SEA that the LEA will adopt the following ESEA Goals and Indicators:**

PERFORMANCE GOAL 1: By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

1.1. Performance Indicator: The percentage of students, in the aggregate and for each subgroup, who are at or above the proficient level in reading/language arts on the State's assessment. (Note: These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(1)(C)(i).)

1.2. Performance Indicator: The percentage of students, in the aggregate and in each subgroup, who are at or above the proficient level in mathematics on the State's assessment. (Note: These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(1)(C)(i).)

1.3. Performance Indicator: The percentage of Title I schools that make adequate yearly progress.

PERFORMANCE GOAL 2: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

2.1. Performance Indicator: The percentage of limited English proficient students, determined by cohort, who have attained English proficiency by the end of the school year.

2.2. Performance Indicator: The percentage of limited English proficient students who are at or above the proficient level in reading/language arts on the State's assessment, as reported for performance indicator 1.1.

2.3. Performance Indicator: The percentage of limited English proficient students who are at or above the proficient level in mathematics on the State's assessment, as reported for performance indicator 1.2.

PERFORMANCE GOAL 3: By 2005-2006, all students will be taught by highly qualified teachers.

3.1. Performance Indicator: The percentage of classes being taught by “highly qualified” teachers (as the term is defined in section 9101(23) of the ESEA), in the aggregate and in “high-poverty” schools (as the term is defined in section 1111(h)(1)(C)(viii) of the ESEA).

3.2. Performance Indicator: The percentage of teachers receiving high-quality professional development. (as the term, “professional development,” is defined in section 9101 (34).)

3.3. Performance Indicator: The percentage of paraprofessionals (excluding those with sole duties as translators and parental involvement assistants) who are qualified. (See criteria in section 1119(c) and (d).)

PERFORMANCE GOAL 4: All students will be educated in learning environments that are safe, drug free, and conducive to learning.

4.1. Performance Indicator: The number of persistently dangerous schools, as defined by the State.

PERFORMANCE GOAL 5: All students will graduate from high school.

5.1. Performance Indicator: The percentage of students who graduate from high school each year with a regular diploma,

--disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged;

--calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.

5.2. Performance Indicator: The percentage of students who drop out of school,

--disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged;

--calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.

(Note: ESEA section 1907 requires States to report all LEA data regarding annual school dropout rates in the State disaggregated by race and ethnicity according the procedures that conform with the National Center for Educational Statistics’ (NCES) Common Core of Data. Consistent with this requirement, States must use NCES’ definition of “high school dropout,” i.e., a student in grades 9-12 who (a) was enrolled in the district at sometime during the previous school year; (b) was not enrolled at the beginning of the succeeding school year; (c) has not graduated or completed a program of studies by the maximum age established by the State; (d) has not transferred to another public school district or to a non-public school or to a State-approved educational program; and (e) has not left school because of death, illness, or school-approved absence.)

(Note: As it develops regulations or guidance for the Title I, Part A program, the Department will determine what, if any, modifications to Indicators 5.1 and 5.2 are needed to ensure conformance with Title I requirements.)

Educational Rights and Privacy for Parents and Students

The Board of Education will comply with all the privacy protections afforded parents and students under section 444 of the General Education Provisions Act (20 U.S.C. 1232g), as added by the Family Educational Rights and Privacy Act of 1974 (section 513 of Public Law 93-380; 88 Stat. 571).

Termination of Employment and Unpaid Leave

Upon termination, any leave balance paid to a federally funded employee above the amount of leave earned in the current project shall NOT be paid from Federal Funds. [OMB Circular A-87 (B) (11) (d) (3)]

CERTIFICATION REGARDING CONSTITUTIONALLY PROTECTED PRAYER IN PUBLIC ELEMENTARY AND SECONDARY SCHOOLS

As a condition of receiving ESEA funds, certification is required by Section 9524 of the Elementary and Secondary Education Act (ESEA) of 1965, as amended by the No Child Left Behind Act of 2001. Guidance issued February 7, 2003 by the U. S. Department of Education regarding this policy may be accessed on the web at

www.ed.gov/its/religionandschools/prayer_guidance.html.

The LEA certifies to the SEA that no policy prevents or otherwise denies participation in constitutionally protected prayer in public schools.

**CERTIFICATION REGARDING DEBARMENT, SUSPENSION, INELIGIBILITY AND
VOLUNTARY EXCLUSION – LOWER TIER COVERED TRANSACTIONS**

This certification is required by the Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.110.

Instructions for Certification

1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
3. The prospective lower tier participant shall provide immediate written notice to the person to whom this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
4. The terms “covered transaction,” “debarred,” “suspended,” “ineligible,” “lower tier covered transaction,” “principal,” “proposal,” and “voluntarily excluded,” as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.
5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
6. The prospective tier participant further agrees by submitting this proposal that it will include the clause titled “Certification Regarding Debarment,” without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows the certification is erroneous. Each participant may, but is not required to, check the Nonprocurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

CERTIFICATION

The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.

Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective particular participant shall attach an explanation to this proposal.

EQUITY FOR STUDENTS, TEACHERS, AND OTHER PROGRAM BENEFICIARIES

Section 427 of the General Education Provision Act requires LEAs to describe in their applications the steps they propose to take in order to ensure access to education and promote educational excellence by:

- “(1) ensuring equal opportunities to participate for all eligible students, teachers, and other program beneficiaries in any project or activity carried out under an applicable program; and
(2) promoting the ability of such students, teachers, and beneficiaries to meet high standards.”

Therefore, the LEA will ensure equitable participation in all local-level programs by students, teachers, and other beneficiaries with special needs through the following activities:

- ☐ Ensuring that all training for teachers and others who will conduct parental involvement activities is accessible to all participants and includes strategies for increasing access to the school and its activities for all parents regardless of disability or language spoken.
- ☐ Including accessibility guidelines as part of the criteria for effective professional development activities provided throughout the LEA as well as by federal programs.
- ☐ Using the LEA computer network to disseminate information to all constituents.
- ☐ Providing technical assistance through on-site visits to verify that equitable practices are being followed by schools.
- ☐ Including written statements in communications that advertise LEA-level activities to ensure that all necessary accommodations are made for equitable participation by constituents.
- ☐ Maintaining special task forces to formulate policy for coordination of programs to ensure equitable access of all student populations, including disadvantaged students, students with disabilities, students with emerging English skills, migrant students, homeless, neglected, or delinquent students, and others.
- ☐ Implementing other activities as appropriate. (Specify) _____

☐ **When checked, LEA accepts the assurances stated on pages 20 through 28 as displayed in the FY07 Consolidated Application for Federal funds.**